DOCUMENT RESUME

ED 148 181 FL 009 168

AUTHOR Akigbe, Alelia B.
TITLE Monolingual and Bilingual Tutor Mixes: An Innovative Design for the Junior High School.
PUB DATE 77
NOTE 11p.; Paper presented at the annual meeting of the Teachers of English to Speakers of Other Languages (March 1975)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Bilingual Teacher Aides; *English (Second Language); Interpreters; Junior High Schools; Junior High School Students; Korean; *Language Instruction; *Peer Teaching; Secondary Education; *Second Language Learning; Spanish; Spanish Speaking; Student Developed Materials; Student Role; Teacher Aides; Translation; *Tutorial Programs; *Tutors

ABSTRACT

On the theory that a large part of children's learning comes from their peers, a successful, innovative tutorial system has been initiated for ESL (English as a second language) junior high school students. Bilingual eighth and ninth grade honor students representing the languages spoken by the ESL students are recruited to help tutor non-English-speaking pupils in regular academic assignments, and to help drill small groups of students in an overcrowded ESL class. When the language barrier has been broken by the bilingual tutor, monolingual peer tutors are used to orient ESL students to the school and culture. The student tutors also make teaching games, conversation tapes, and other materials. In addition, they translate rules and regulations for teachers and go to classes to serve as interpreters when needed. This program has alleviated the failure ESL students were experiencing in their academic courses, lessened the burden of the ESL teacher, facilitated communication between the ESL department and the rest of the school, and provided needed services both for the ESL students and the various departments of the school. (Author/AM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED148181

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Alelia B. Akigbe

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

MONOLINGUAL AND BILINGUAL TUTOR MIXES: AN INNOVATIVE DESIGN FOR THE JUNIOR HIGH SCHOOL

by

Alelia Barrett Akigbe

FL009168

Copyright Alelia B. Akigbe
1977

MONOLINGUAL AND BILINGUAL TUTOR MIXES: AN INNOVATIVE DESIGN FOR THE JUNIOR HIGH SCHOOL

I have initiated an innovative tutoring system that has been highly successful with ESL students at the junior high school level. Peer teaching and tutoring became necessary because of the overcrowding of ESL classes, the heterogeneous nature of ESL classes, social needs and problems of adjustment, problems in regular subject matter classes, the need for articulation between the ESL department and the total school program, and the need to provide bilingual services to other departments.

There are three types of peer tutors in the ESL program:

1. The content tutor who helps in course work outside the ESL classroom directly connected to classes in the school's program, i.e., math, history, science.
2. The peer teacher aide who helps groups or individuals in the ESL class.
3. Paired tutors, ESL students who help each other.

The first type of tutor, the content tutor, helps the non-English speaking student with assignments not understood in regular content classes in situations where there is not a bilingual program or an ESL content area program.

Tutoring for regular content classes is done in the student's native language. In this junior high school it is done in Spanish and Korean. The ESL student asks the content tutor for help or indicates his needs to the ESL teacher.

Tutoring is done in the classroom or outside the classroom. When finished, the content tutor fills out a tutoring report in which the nature of help given is indicated, and writes comments which will be of help to the subject teacher who, in turn, can write comments and indicate any additional help which may be needed. The subject teacher attaches any supplementary work which the student might need to the tutoring report and places it in the ESL teacher's mailbox. There is a constant evaluation of this procedure in which the content teacher keeps the ESL department informed of the student's progress.

The peer teacher aide, the second type of peer tutor, helps in the ESL classroom working with groups of students or individual students from a set of objectives prepared by the teacher while the teacher rotates with the peer teacher aides and two adult aides from one group to another teaching a specific skill. This helps the teacher provide a more personalized type of instruction and to know the learning problems of all students. Peer teacher aides and adult aides check items drilled during class and discuss any problems encountered during the last ten minutes of class.

Content tutors and peer teacher aides also help in making games to go with specific lessons, conversation tapes, writing rules in their native language for classroom teachers, as well as school contracts in the students' first languages, and correcting papers. They are sometimes sent to other

classes to help interpret standards or explain problems to non-English speaking students. Content tutors and peer teacher aides take students to the library and help with library assignments and lead campus tours of small groups of ESL students for orientation lessons. They are also helpful in taking students to the nurse's office and to other stations where an interpreter is needed.

Content tutors and peer teacher aides also perform a counseling function. They are sometimes approached by students with problems they would not discuss with their teacher. The non-English speaking student sees the content tutor or the peer teacher aide as a friend. The classroom teacher does all the testing and keeps records.

Paired tutors, the third type of peer tutors, are ESL students who drill each other and, at the same time, are contemporaries, sharing the same experience as opposed to the content and peer teacher aides, who are graduates of the program. Learning from each other is still valuable because the students share the same problems. There is double reinforcement.

Qualifications

It is very important to use only students of high academic standing and who possess a high level of maturity. The qualifications which I have established are:

1. Must be bilingual-Spanish or Korean speaking; however, some monolingual English-speaking students

are recruited later. (See recruitment section.)

2. Must be honor students.
3. Must possess a high level of maturity.
4. Should be in the eighth or ninth grade. (In certain cases where a sufficient number of tutors cannot be found, a gifted seventh grader with a high level of maturity can be used.)
5. Must be students who are well adjusted socially.

Recruitment

Some of the tutors are recruited in the spring for the following year; others need to be recruited according to the size of the class and the degree of personalization of instruction needed. Tutors recruited are from the following categories:

1. Former ESL students who are on the honor roll.
2. Honor students who are bilingual because of their home environment.

The student who is on the honor roll after having been an ESL student is additionally psychologically uplifted at being recruited to tutor, and wins the high esteem of his classmates. In addition, the former ESL student brings a special understanding to the situation, having been through the same process and, therefore, usually is very eager to help. The student who is bilingual from his home environment gains pride in being recognized for knowing two languages

and also wins the esteem of his peers. The monolingual English-speaking student, on the other hand, who is recruited later becomes a very important factor in cross-cultural understanding by providing modeling in the target language and cultural behavior patterns for the ESL student. Such tutors provide an opportunity also to naturally open friendships between cultural groups, thus breaking down the isolated ethnic "cliques" which are too often a part of a junior high campus.

The following methods of recruiting are used:

1. Observations kept on the progress of former ESL students.
2. Honor roll and cumulative records.
3. Counselor recommendations.
4. Teacher recommendations (especially from department chairpersons).
5. Recommendations of former tutors.
6. Discussion and recruitment from regular English classes by ESL coordinator.
7. Notice in the daily student bulletin.
8. Support of English teachers through informative discussion of the importance and advantages of being bilingual.

Incentives

Incentives, which are an important part of this program are numerous. The student receives regular class credit for his services under the title of School Service. Additionally, the student gains prestige among his peers. At the end of each semester, my ESL class has a small ceremony in which ESL students make speeches of appreciation in English and present a gift to each content tutor and peer teacher aide. Pictures of content tutors and peer teacher aides were placed in the school yearbook and newspaper one year. Certificates of appreciation are presented to them at the end of the year. If funds are available, an honor dinner may be given.

Training

On-the-job training is given. The teacher demonstrates a lesson while the content tutors and peer teacher aides watch. She explains how a drill should be performed, observes both groups as they teach, and gives helpful criticisms after class. The groups are shown supplemental materials. In addition, the teacher aides are shown how to use audio-visual materials when these are needed. The teacher also explains different types of methodology during nutrition and the ten minutes before or after class.

Conclusion

Monolingual and bilingual content tutors and peer teacher aides have become an asset in the total school adjustment of the non-English speaking student. Because peer tutors provide an accessible and valuable source of teaching/learning talent, ESL students no longer have to experience failure in a school with limited bilingual or ESL academic courses. Content teachers have an interpreter/translator service when needed. The overburdened ESL teacher can give individual attention to students by using the tutors for grouping, and can motivate his students by the use of games made by the tutors. Misunderstandings can be prevented because students have been informed of school rules which are included in contracts in the student's language. Communication with other departments concerning the progress of ESL students is facilitated by the use of the tutoring report. The bilingual and monolingual content tutors and peer teacher aides are viewed by ESL students as friends who build a bridge for language, culture and knowledge in the junior high setting.

To close, in an article in the Phi Delta Kappan (1973), Arthur Elliott makes the following statement:

> *"Student tutoring may be the means by which credibility of the schools can be reestablished, since student tutoring is low on rhetoric but high on results." (p. 535)

*Elliott, Arthur. 1973. "Student Tutoring Benefits Everyone". Phi Delta Kappan 54, pp. 535-538.

ABSTRACT

MONOLINGUAL AND BILINGUAL TUTOR MIXES: AN INNOVATIVE DESIGN FOR THE JUNIOR HIGH SCHOOL

by
Alelia B. Akigbe

Operating on the theory that a large part of a child's learning is from his peers, I have initiated an innovative tutoring system which has been highly successful with ESL students in junior high school.

Bilingual honor students are used to help tutor non-English speaking pupils in regular academic assignments, and to help drill small groups of students in an overcrowded ESL class. Later, when the language barrier has been broken by the bilingual tutor, monolingual peer tutors are used to orient ESL students to the school and culture. This helps establish the beginnings of bicultural friendships. The student tutors also make teaching games, conversation tapes, and other materials. Other services which they provide are the translation of rules and regulations for teachers and going to classes to serve as interpreters when needed.

The tutoring system was initiated for the following reasons: (1) Students were experiencing failure in regular academic subjects. (2) There was a need for more communication between the ESL department and the rest of the school. (3) Bilingual services were needed in some departments.

(4) ESL students needed a more personalized type of instruction.

Bilingual eighth and ninth grade honor students who represent the languages spoken in ESL classes are recruited according to ESL class. In order to motivate scholastic success for new second language students by providing a model, monolingual students are recruited later. The languages that are represented by the tutors are English, Spanish and Korean.

Methods of recruiting are from observations kept on the progress of former ESL students, honor roll and cumulative records, counselor recommendations.